

Laura Terrill  
August 2014

Day 2

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**lterrillisd622**

☆ home

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**Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:**  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Powerpoint Day 1	
Powerpoint Day 2	
Curriculum Design Visual	<b>diagram-FINAL-Revised with 5cs and ma...</b> <a href="#">Details</a> <a href="#">Download</a> 120 KB
ACTFL Proficiency Guidelines	<b>ACTFLProficiencyGuidelines2012_FINAL...</b> <a href="#">Details</a> <a href="#">Download</a> 219 KB
NCSSFL-ACTFL Can Do Statements	<b>NCSSFL-ACTFL Can-Do_Statements.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 607 KB
NCSSFL-ACTFL Global Can Do Benchmarks	<b>NCSSFL-ACTFL Global Can-Do Benchma...</b> <a href="#">Details</a> <a href="#">Download</a> 421 KB

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## Individual Seating Chart

These points are recorded into the grade book as an individual score usually as participation points. You will want to weight the grade so that it counts appropriately in the total grade. Individual students who worry about missing points can come in before or after school spending 5 minutes in the target language for 1 point. Points are only given for sentence level responses and only for responses in the target language.



\*Those with more than 10 points earned a bonus point.

## Performance Tasks

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### Interpretive Mode

Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.

### Presentational Mode

Students will create an additional event for the story *Everywhere Coquí's*. They will identify another location on the island of Puerto Rico for the coquí's as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí's see and do while there and then indicate that they are moving on.

### Interpersonal Mode

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

## Interpersonal Performance Rubric

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	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
How involved am I in the conversation?  (Domains: Functions, Text type)	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/ information. I encourage others to participate.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions; I respond to questions simply.

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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



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## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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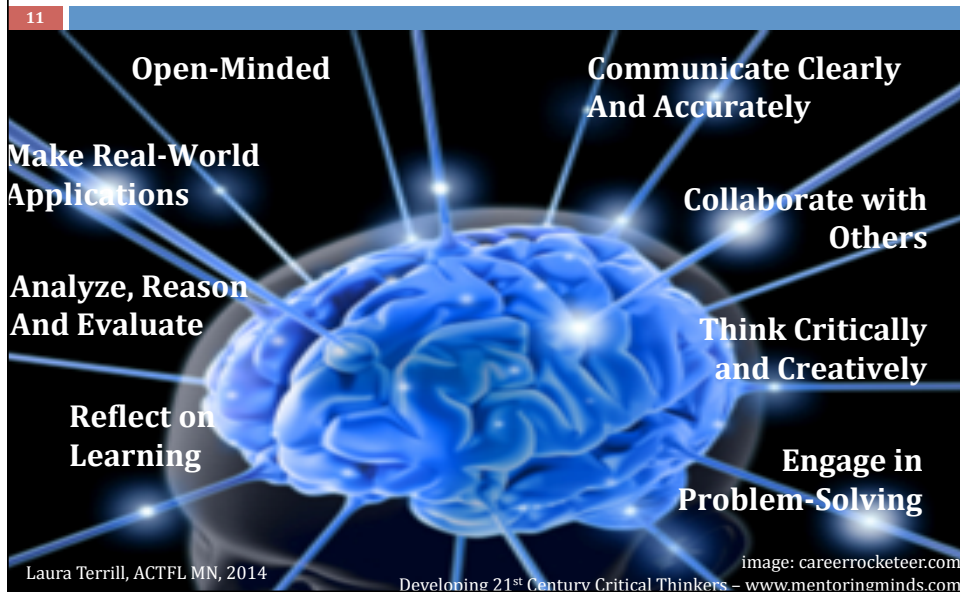
## Global Challenges: Food and Hunger

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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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## 21<sup>st</sup> Century Learners



## Mindset for Curriculum Design

- 12
- Communicatively Purposeful: Building Toward Proficiency
  - Culturally Focused: Developing Interculturality
  - Intrinsically Interesting: Relevant to Learners
  - Cognitively Engaging: Requiring Critical Thinking Skills
  - Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Themes & Topics

p. 29

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Advanced Placement	International Baccalaureate	Clementi/Terrill
Personal and Public Identities	Social Relationships	Identity
Families and Communities	Cultural Diversity	Belonging
Contemporary Life	Customs and Traditions	Well-being
Beauty and Aesthetics	Leisure	Creativity
Science and Technology	Health	Exploring Time and Place
Global Challenges	Communication and Media	Discovery
	Science and Technology	Challenges
	Global Issues	

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## Matching Themes and Topics

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### Global Themes

- ☐ Belonging
- ☐ Challenges
- ☐ Creativity
- ☐ Discovery
- ☐ Exploring Time and Place
- ☐ Identity
- ☐ Well-being

### Topics

- ☐ Careers
- ☐ Cities
- ☐ Travel
- ☐ Leisure Activities
- ☐ School
- ☐ Families
- ☐ Food
- ☐ Sports
- ☐ Friends
- ☐ Houses
- ☐ Clothing
- ☐ Movies
- ☐ History
- ☐ Weather/Climate
- ☐ Animals
- ☐ Art
- ☐ Music
- ☐ Geography

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## Advantages of Themes & Topics

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- ❑ Makes instruction more comprehensible because the theme creates a meaningful context
- ❑ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ❑ Provides a rich context for standards-based instruction
- ❑ Offers a natural setting for narrative structure and task-based organization of content

--Curtain and Dahlberg (2010) pp 150 – 151

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## Advantages of Themes & Topics

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- ❑ Involves the students in real language use
- ❑ Engages the learner in complex thinking and more sophisticated use of language
- ❑ Avoids the use of isolated grammatical structures
- ❑ Connects content, language, and culture goals to a “big idea”

--Curtain and Dahlberg (2010) pp 150 – 151

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## Textbook as a Tool

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Textbook Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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## Big Ideas =

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Theme  
+  
Essential Question

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## Textbook as a Tool

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Textbook Topic	Theme	Essential Question
Food	Challenges	
Travel	Exploring Time and Place	
Daily Routines	Well-being	
Family	Belonging	
Houses	Creativity	
Me and my friends	Identity	

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## Textbook as a Tool

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Textbook Topic	Theme	Essential Question
Food	Challenges	What is hunger?
Travel	Exploring Time and Place	What is a good travel destination?
Daily Routines	Well-being	What is a healthy lifestyle?
Family	Belonging	What is a family?
Houses	Creativity	How much space do you need?
Me and my friends	Identity	Who am I?

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## Essential Questions

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Important and Timeless <i>(broad, no single answer)</i>	Elemental or Foundational <i>(debated by experts in the discipline)</i>	Content-related <i>(specific to discipline)</i>
<ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is the relationship between man and nature?</li> <li>• What is wellness?</li> </ul>	<ul style="list-style-type: none"> <li>• What is interculturality and how is it assessed?</li> <li>• What does it mean to be fluent in a language?</li> </ul>	<ul style="list-style-type: none"> <li>• What awareness and understandings of products, practice and perspectives are needed to enter into another culture?</li> <li>• What literacy skills do I need to succeed as a global citizen?</li> </ul>

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## Essential Questions

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“The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.” --Ted Sizer

- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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## Essential Questions

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- They offer a sense of adventure, are fun to explore and try to answer.
- They require students to connect learning from several disciplines.
- They challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues.
- They enable students to begin the unit from their own past experience or understanding.
- They build in personalized options for all students.

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## Essential Questions

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	Novice	Intermediate	Advanced
<b>Belonging</b>	What is a family?	What is friendship?	Why is global collaboration important?
<b>Challenges</b>	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
<b>Creativity</b>	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
<b>Discovery</b>	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
<b>Exploring Time and Place</b>	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
<b>Identity</b>	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
<b>Well-being</b>	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?

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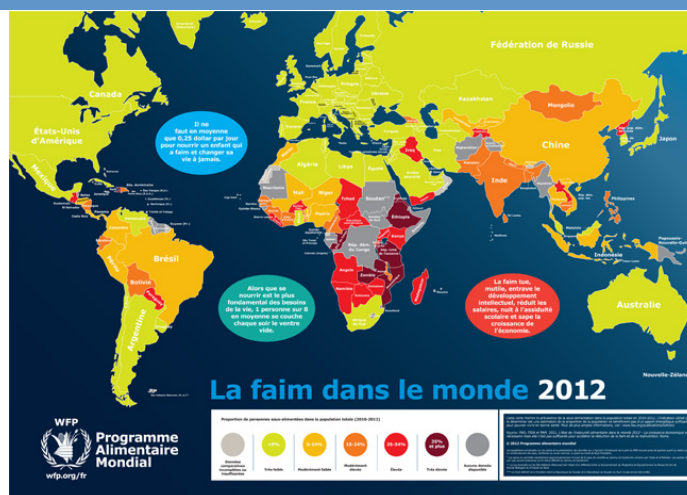
## Global Challenges: Food and Hunger



## Global Challenges: Food and Hunger

*How do we eat well? What is hunger?*

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<http://www.frenchified.com/2012/11/la-faim-dans-le-monde/>

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## Provide Input

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La lutte contre la faim, notre priorité à tous



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## Global Challenges: Food and Hunger

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Language and Level	French – Novice High → Intermediate Low
Theme & Topic	Global Challenges: Food and Hunger
Important Question(s)	How do we eat well? What is hunger?
Goals	Students will: <ul style="list-style-type: none"> <li>✓ compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues.</li> <li>✓ identify cultural dishes and consider where they place on the food pyramid.</li> <li>✓ identify foods as healthy or unhealthy and will be able to comment on their diet.</li> <li>✓ state their likes and dislikes with regard to food.</li> </ul>
<i>What should students know and be able to do by the end of the unit?</i>	

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## Pause to consider.....

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<b>Language and Level</b>	
<b>Theme and Topic</b>	
<b>Essential Question</b>	
<b>Unit Focus</b>	
What should learners know and be able to do by the end of the unit?	

- What topic?
- What theme or aspect of that topic?
- What essential question will focus the unit goals?
- What are the unit goals? Do they capture the Standards?

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## ACTFL Integrated Performance Assessment

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### Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



### Presentational

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

### Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



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## Bloom's Taxonomy

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Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
define find identify list locate match memorize name recall recite recognize record	choose classify compare describe discuss explain express illustrate infer interpret outline paraphrase	apply change choose construct demonstrate dramatize illustrate interview perform present produce share	analyze categorize compare conclude contrast critique debate deconstruct integrate organize outline question	assess critique defend determine evaluate judge justify rate reflect support test validate	assemble compose construct create design develop devise hypothesize imagine invent modify propose

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## Summative Performance Tasks

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### Interpretive Mode

Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

#### Presentational Mode

**Project:** Students will create a public service announcement to address nutritional and / or hunger issues in their community.

**On-Demand:** You are so proud of yourself....a perfectly healthy day of eat and then disaster. Comment on your eating habits for the day...

#### Interpersonal Mode

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

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Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and **indicate if the foods are healthy or not** and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

- *Communication*
- *Critical Thinking and Problem Solving*
- *Collaboration*
- *Creativity and Innovation*

**Project:** Students will **create** a public service announcement to **address nutritional and / or hunger issues** in their community.

On-Demand:

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They **will discuss hunger based on the setting of the images.**

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## Pause to consider.....

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Summative Performance Assessment	Interpretive		
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• They are integrated throughout the unit.</li> <li>• The template encourages multiple interpretive tasks.</li> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks incorporate 21<sup>st</sup> Century Skills.</li> </ul>			
	Presentational		Interpersonal

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## Cultures: The Culture Triangle

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**Products**

**Practices**

**Perspectives**

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## Products — Practices — Perspectives

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## Cultures

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Cultures	<b>Products</b>	Food Pyramids from different countries
	<b>Practices</b>	Daily diet
	<b>Perspectives</b>	Eating Habits vary from one culture to another
	<b>Products</b>	Regional dishes like Ratatouille
	<b>Practices</b>	Eating locally
	<b>Perspectives</b>	Regional specialties

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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## Connections

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Connections	<b>Making Connections</b>	<b>Acquiring Information and Diverse Perspectives</b>
	Science: Food and Calories Geography: Location of key countries	internet sites to track diet choices Wefeed site to determine cost

**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

**Acquiring Information and Diverse Perspectives:** Learners acquire information and access diverse perspectives that are available through the language and its culture.

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## Comparisons

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Comparisons	Language Comparisons	Cultural Comparisons
	food pyramids staples of a diet food quantity and quality	Bon appétit SOS Faim

**Language Comparisons:** Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Cultural Comparisons:** Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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## Communities

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Communities	School and Global Communities	Lifelong Learning
	Students will prepare a PSA presentation to call attention to hunger issues in their communities.	Self-assessment of progress towards unit goals  Problem solving

**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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### Connections to Common Core

**Reading 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Reading 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Reading 7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Writing 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Speaking and Listening 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Speaking and Listening 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Speaking and Listening 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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## Connections to 21<sup>st</sup> Century Skills

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Common Core	
<b>Communication</b>	Interpretive, Interpersonal and Presentational Summative Tasks
<b>Communication</b>	Presentational and Interpersonal Summative Tasks Presentational "On Demand"
<b>Creativity and Innovation</b>	Presentational Summative Task
<b>Critical Thinking and Problem Solving</b>	Presentational Summative Task

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## Pause to consider.....

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Summative Performance Assessment	Interpretive		
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• They are integrated throughout the unit.</li> <li>• The template encourages multiple interpretive tasks.</li> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks incorporate 21<sup>st</sup> Century Skills.</li> </ul>			
	Presentational	Interpersonal	

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## Toolbox

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- Language Functions
- Related Structures/Patterns
- Vocabulary Expansion
- Key Learning Activities/  
Formative Assessments
- Resources
- Technology Integration

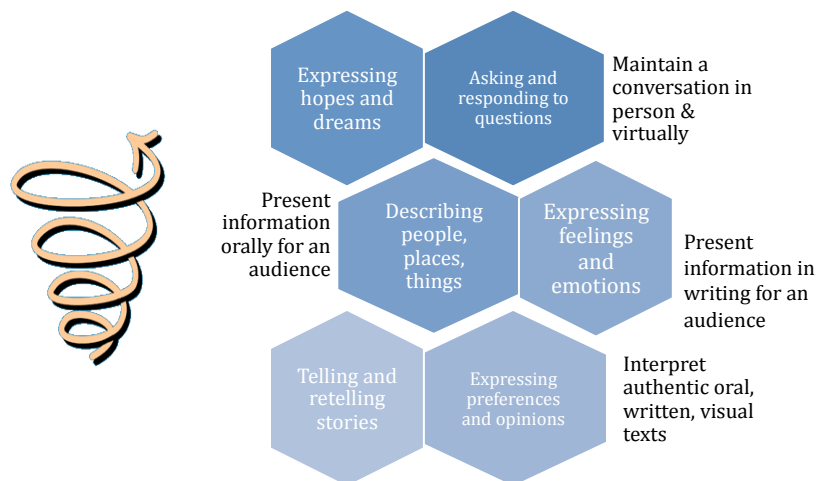


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## Top Ten Functions and Related Tasks

p. 78 &  
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## Increasing levels of proficiency

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Novice	Intermediate			Advanced	
<b>Express feelings and emotions</b>	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
<b>Tell or retell stories</b>	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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Toolbox		
4	Language Functions	Related Structures/ Patterns
	<b>ask and answer questions</b> about food and hunger	
	<b>talk about likes and dislikes</b> concerning common and international foods	
	<b>identify</b> where certain foods are from and identify key ingredient(s)	
	<b>ask and answer</b> if they would like certain dishes and give reasons	
	<b>explain</b> where and why hunger exists in the world	
	<b>explain</b> how they make good / poor food choices	

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Student Can-do's			
48	I can	Yes	With some help
	<b>ask and answer questions</b> about food and hunger		
	<b>talk about likes and dislikes</b> concerning common and international foods		
	<b>identify</b> where certain foods are from and identify key ingredient(s)		
	<b>ask and answer</b> if they would like certain dishes and give reasons		
	<b>explain</b> where and why hunger exists in the world		
	<b>explain</b> how they make good / poor food choices		
	<b>explain</b> how they make good / poor food choices		

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express preferences and opinions

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**Function (s):**      **talk about likes and dislikes**  
concerning common and  
international foods

**Accuracy:**      definite articles  
negation  
-er verbs

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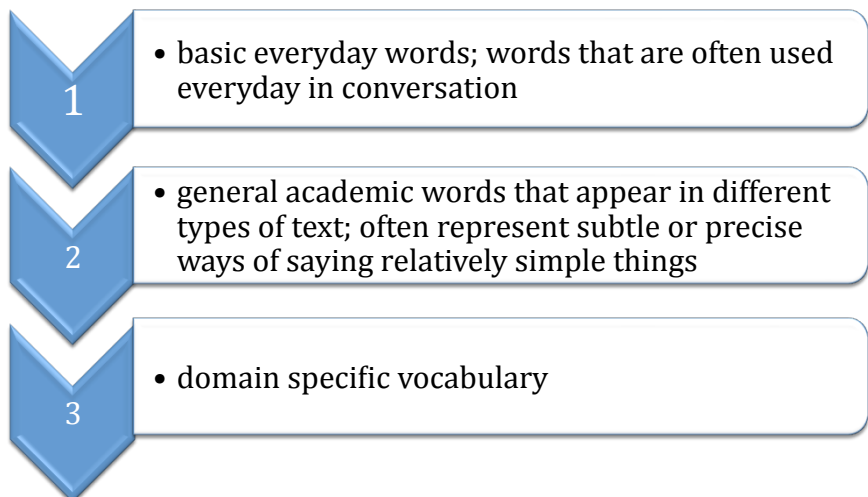
Toolbox		
Language Functions	Related Structures/ Patterns	Vocabulary Expansion
<b>ask and answer questions</b> about food and hunger	to have idioms (avoir faim)	
<b>talk about likes and dislikes</b> concerning common and international foods	definite articles negation -er verbs	
<b>identify</b> where certain foods are from and identify key ingredient(s)		
<b>ask and answer</b> if they would like certain dishes and give reasons		
<b>explain</b> where and why hunger exists in the world		
<b>explain</b> how they make good / poor food choices		
<b>explain</b> how they make good / poor food choices		

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## Tiered Vocabulary

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### Toolbox

Language Functions	Related Structures/ Patterns	Vocabulary Expansion
<b>ask and answer questions</b> about food and hunger	to have idioms (avoir faim)	<b>Tier 1</b> hungry / thirsty like/dislike/prefer food dishes/categories of food number/calories/ would you like, I would like, please, thank you I eat well because/to avoid <b>Tier 2</b> disease hunger – causes Malnourished food elements – fat, protein, etc
<b>talk about likes and dislikes</b> concerning common and international foods	definite articles negation -er verbs	
<b>identify</b> where certain foods are from and identify key ingredient(s)		
<b>ask and answer</b> if they would like certain dishes and give reasons		
<b>explain</b> where and why hunger exists in the world		
<b>explain</b> how they make good / poor food choices		

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## Food and Hunger- Vocabulary

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All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

**ask and answer questions** about food and hunger

	Are you hungry?
	I'm hungry.
	I'm starved
	Not really.
	I'm not hungry.

**explain** where and why hunger exists in the world

	Why is hunger a problem?
	Hunger is a problem because of....
	war
	poverty

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## Pause to consider.....

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### Toolbox

Language Functions	Related Structures/ Patterns	Vocabulary Expansion

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## Toolbox (continued)

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Resources	Technology Integration
Additional activities and resources for this unit can be found at: lauraterrill.wikispaces.com terrill-theisen2011.wikispaces.com	Edu.glogster for Presentational

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### Key Learning Activities/Formative Assessments

Key Learning Activity/ Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
View Hungry Planet and analyze images for food items, identify location of countries and common geographical features of various countries pictured	Activates interest in unit theme	Interpretive Interpersonal	S, W
French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation	Shows images related good nutrition; allows for comparison	Interpretive Interpersonal	S, W
SOS faim movie-interpretive activities, numbers	Provides global context for theme	Interpretive	S, C, W
Wefeedback activity – impact of your favorite food on world hunger. I eat drink (food) and impact on hunger	Allows for personal understanding of individual impact	Interpretive	S, W
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	Practice expressing opinions/point of view	Presentational	S, W

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## Selecting content....

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### Interculturality

"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

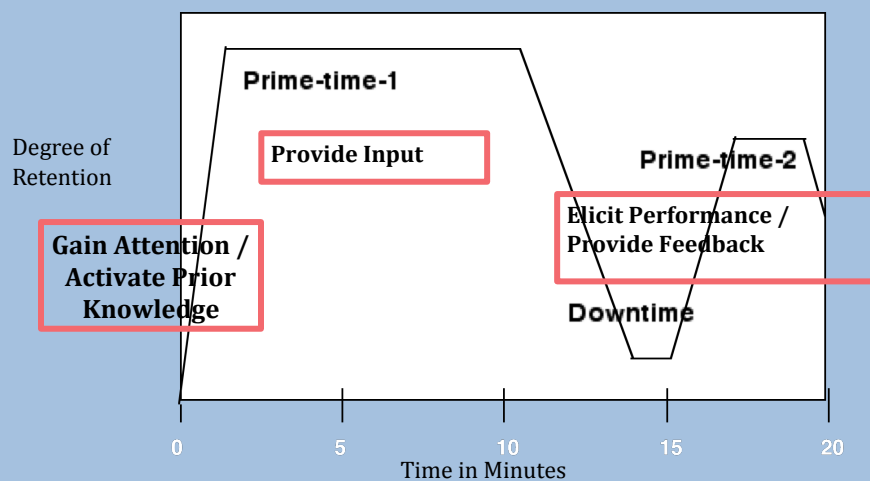
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## Primacy-Recency

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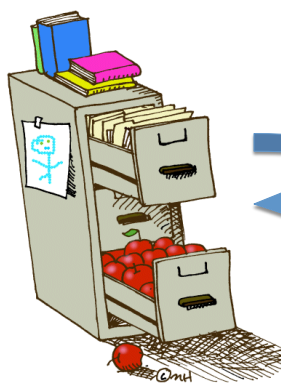
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Adapted from Sousa

## Long-term memory

60

Sense



Meaning



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## expressing preferences and opinions

61

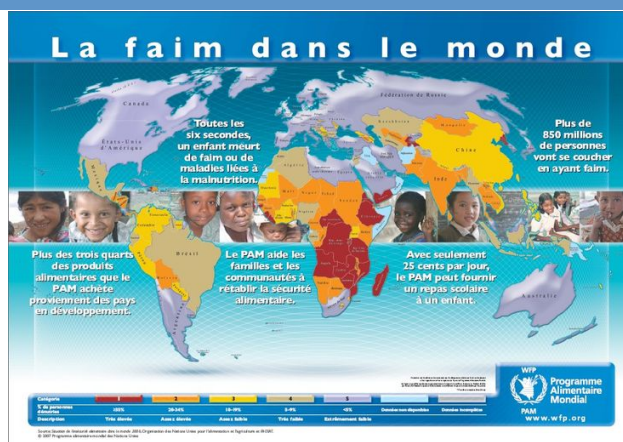
**Function (s):** **Explain** where and why hunger exists in the world

**Accuracy:** Prepositions with continents and countries

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## Gain Attention

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Students list words and phrases they associate with the image. They attempt to address the question of where hunger exists in the world.

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## Provide Input:

### Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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## Le Mari de Binta

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Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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## Elicit Performance/Provide Feedback

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- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

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## Provide Input

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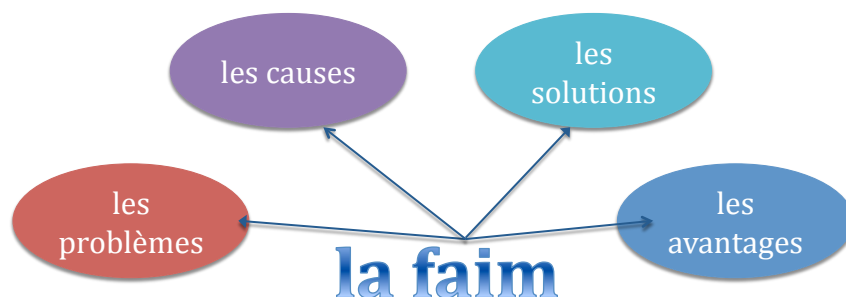
La lutte contre la faim, notre priorité à tous



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## Elicit Performance/Provide Feedback

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Students create a graphic organizer using words and phrases from video and reading to begin to develop the vocabulary they will need to talk about the topic.

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## Elicit Performance/Provide Feedback

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### Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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## Lesson Transitions

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The teacher says...	Learners:
While I take attendance...	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer...	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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## Enhance Retention and Transfer (Homework)

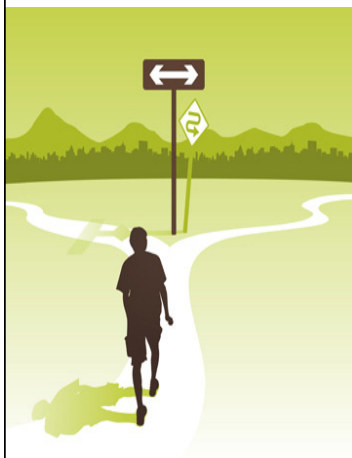
70

Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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## Designing a Unit Step by Step

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### Considerations:

- Age of learners
- Language level of learners
- Interests of learners
- Potential for real-world communication

## Designing a Unit Step by Step

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### Considerations:

- Potential to build cultural knowledge and understandings
- Connections to grade-level curriculum
- Overarching themes throughout program sequence

## How many units a year?

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Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

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## Sample High School Units

Global Theme	1	2	3	4	5
Belonging	Global Citizenship	Responsibility	Equal Access	Love and Friendship	Global Collaboration
Challenges	The Natural World	Why Can't All Children Go to School?		Housing and Shelter	Revolution and Conflict
Creativity	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Discovery	Inventors	Consumerism	Impact of Technology	Exploration	Innovation
Exploring Time and Place	Living in the City		Tourist or Traveler	The Wonders of the World	The Future is Now
Identity		Heroism	Memories		Media and Public Opinion
Well-being	A Balanced Lifestyle	Go Green		The Slow Food Movement	

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My World	Consumerism/ Stereotypes	All Work and No Play
Basic greetings, names, age, etc. City, country, nationality Friends, family, pets Heritage/family ancestry Community members Population numbers "Alter Ego"	clothing – where made physical identity wants/needs/shopping money	activities making plans calendar entertainment celebrations time
Leadership	Managing Stress	Travel
school, education literacy leadership traits, current/future leaders personality clothing – dress the part	food/health support – friends, family Celebrations home vs house work vs. vacation multi-tasking	vacation seasons/months Transportation carbon footprint food/allergies

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1	2	3	C & C	CIS
Self	Well-being Health	Environment		
Fashion	Careers and Human Rights	Race and Ethnicity		
Travel & Leisure	The Arts and Pop Culture	Human Rights		

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## Sample High School Units

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Global Theme	1	2	3	4	5
Belonging					
Challenges					
Creativity					
Discovery					
Exploring Time and Place					
Identity					
Well-being					

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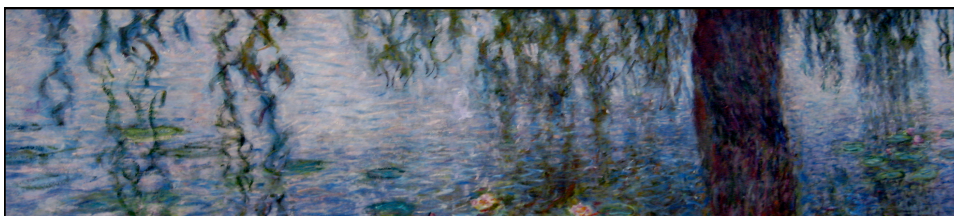
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"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon

*Communicative Competence: Theory and Classroom Practice*

Laura Terrill, ACTFL MN, 2014



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**The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design**

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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